

Research shows that planning time is critical to the success of co-teaching.

Co-Teaching is defined as two teachers working together with groups of students - sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

Co-Teaching Models	Monday	Tuesday	Wednesday	Thursday	Friday	materials/setup responsibility/limitations
One teach, one observe - one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.						
One teach, one assist - an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments.						
Station teaching - the co-teaching pair divide the instructional content into parts -Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station - often an independent stations will be used along with the teacher led stations.						
Parallel teaching - each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.						
Supplemental - this strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.						
Alternative (differentiated) - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.						
Team teaching - Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.						

Co-Teaching is an Attitude... An attitude of sharing the classroom and students
 Co-Teachers must always be thinking...
 We're Both Teaching!

We encourage pairs to spend at least 10-15 minutes each planning session communicating and building on their relationship.

Questions and Discussion

<p>4 Major Questions</p> <p>To what degree do I believe that there is more than one right way to carry out almost any teaching/learning task?</p> <p>To what extent am I willing to let my co-teacher carry out teaching tasks at which I am particularly competent?</p> <p>How willing am I to allow my co-teacher to see aspects of my teaching in which I am not particularly comfortable?</p> <p>How willing am I to tell my co-teacher when I disagree about an issue or have a concern?</p>	<p style="text-align: center;">As a collaborator:</p> <p>I freely share ideas, information, and resources. I can be relied on to participate, even when a project moves away from my own immediate interests. My work reflects my best efforts. I continuously make small changes to improve the quality of my work. I use time well to ensure things are done on time. I represent the team and the work of fellow group members in a positive manner in other settings. I bring needed materials and come ready to work. I actively look for solutions to problems and/or refine the solutions suggested by others. I know how to gauge my own impact on the group and am routinely aware of team dynamics. I listen to, respect, acknowledge, and support the efforts of others. I can easily move between leader and follower, assuming either role as needed to accomplish the task. I use self-reflection after collaborative activities.</p>	<p style="text-align: center;">Are We Co-Teachers?</p> <ol style="list-style-type: none"> As we prepare for co-teaching, do we: <ul style="list-style-type: none"> have both teachers' names on the board/door? have space for both teachers? have comparable desks and materials for both teachers? Do we share responsibility for determining: <ul style="list-style-type: none"> what to teach? what teaching strategy(s) to use? who teaches what part of the lesson? how to assess student learning? In planning, do we: <ul style="list-style-type: none"> have regularly scheduled times to meet and discuss our work? use our meeting time productively? share teaching materials and resources? communicate freely our concerns? each contribute to the planning process? decide which co-teaching model to use in a lesson based on the needs of the student and the co-teachers? While co-teaching, do: <ul style="list-style-type: none"> both teachers have a lead role in the classroom? both teachers work with all students? we use a variety of co-teaching approaches? students see both teachers as equal partners in the classroom? we both participate in the assessment of the students? students ask both teachers for clarification and/or assistance? we teach different groups of students at the same time? we read the nonverbal cues of our co-teaching partner? we make changes as needed during a lesson? we actively reinforce classroom rules and manage the classroom together? After the co-taught lesson, do we: <ul style="list-style-type: none"> provide feedback to one another on what goes on in the classroom? celebrate the process of co-teaching and the outcomes and successes? make improvements in our lessons based on what happens in the classroom? Overall, do we: <ul style="list-style-type: none"> explain the benefits of co-teaching to the students and their families? depend on one another to follow through on tasks and responsibilities? Have both co-teachers participate in parent teacher conferences? model collaboration and teamwork for our students? have a process for dealing with any disagreements we have? continue to pursue additional training to make our co-teaching better? provide mentoring to others who want to co-teach? communicate with our administrator about our needs as a co-teaching pair?
<p>Co-Teaching is an attitude...</p> <p>An attitude of sharing the classroom and students</p> <p>Co-Teachers must always be thinking...</p> <p>We're Both Teaching!</p>	<p style="text-align: center;">Communication</p> <p><i>It is important to know yourself - so you can share with and know your co-teaching partner</i></p> <p>To Begin determine:</p> <p>What types and frequency of communication would we like to have with each other? How will we ensure regular communication with each other? What is the best way to give each other feedback?</p> <p><i>Discuss with your co-teacher your response to each of the following statements:</i></p> <p>Personal</p> <p>I find it helpful to bounce ideas off other people I am comfortable being told by others what they need from me I am able to speak openly about my feelings I express my opinions, even if others disagree with me I feel comfortable saying "no" to people I can detect the mood of others by look at them as we converse I become defensive when I am being criticized I am able to resolve problems without losing control of my emotions</p> <p>Co-Teaching</p> <p>I am comfortable giving my co-teacher feedback because it is a natural part of team work I am comfortable telling my co-teacher what I need from them I feel free to politely voice my disagreement with my co-teacher I find it difficult to express my opinion when my co-teacher doesn't share them I find it easy to see things from my co-teachers point of view I tend to postpone discussing touchy topics with my co-teacher When co-teaching, I find it important for tasks to be clearly defined and distributed</p>	